

# INSPECTION REPORT

**The Cherry Trees School**  
London E3

LEA area: Tower Hamlets

Unique Reference Number: 131608

Headteacher: Susan Sowerbutts

Reporting inspector: Helen Morgan  
22611

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> October 1999

Under OFSTED contract number: 708388

Inspection carried out under Section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

|                              |                                      |
|------------------------------|--------------------------------------|
| Type of school:              | Special                              |
| Type of control:             | County                               |
| Age range of pupils:         | 5 - 11                               |
| Gender of pupils:            | Boys                                 |
| School address:              | 68 Campbell Road<br>London<br>E3 4EA |
| Telephone number:            | 0181-983 4344                        |
| Fax number:                  | 0181-983 9616                        |
| Appropriate authority:       | The governing body                   |
| Name of chair of governors:  | Ms Lesley Barlow                     |
| Date of previous inspection: | No previous inspection.              |

## INFORMATION ABOUT THE INSPECTION TEAM

| <b>Team members</b>                 | <b>Subject responsibilities</b>  | <b>Aspect responsibilities</b>   |
|-------------------------------------|--|--|
| Helen Morgan, Registered Inspector. | Mathematics; Information technology; Physical education; English as an additional language; Special educational needs. | Attainment and progress; Teaching; Curriculum and assessment.  |
| Michael McCarthy, Lay inspector     | Personal and social education; Equal opportunities.  | Attendance; Partnership with parents and the community; Staffing, accommodation and learning resources.        |
| Carol Frankl                        | Science; Religious education; Art; Music   | Spiritual, moral, social and cultural development; Leadership and management.                                  |
| Margaret Hart                       | English; Design and technology; Geography; History.  | Attitudes, behaviour and personal development; Support, guidance and pupils' welfare; Efficiency of the school |

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# MAIN FINDINGS

## What the school does well

- Teaching is good and pupils make good progress in almost all subjects.
- The provision for pupils’ moral and social development is very good. Staff are excellent role models and there are very good systems for encouraging good behaviour. Pupils have very good attitudes to learning, their personal development is very good, and pupils generally behave well both in class and around school.
- The headteacher and governing body provide excellent leadership.
- The opportunities for pupils to attend mainstream primary schools for part of the week are very good and last year a significant number of pupils returned to mainstream education at the end of Year 6.
- The accommodation is very good and the clean, bright environment has a positive effect on pupils’ attitudes to work and their behaviour.
- The quality of information given to parents about their children’s work and behaviour is very good.
- Financial planning and control, and school administration are very good.

## Where the school has weaknesses

There are no key issues for the school to address but in the context of its many strengths the following minor points for improvement exist:

- I. There is insufficient emphasis on music and pupils at Key Stage 2 have limited opportunities to improve their standards.
- II. At Key Stage 2, pupils take part in a narrow range of activities in physical education lessons.
- III. At the time of the inspection, as a result of recent staff changes, there were no co-ordinators for some subjects.

**The many strengths of the school outweigh these few weaknesses. However, these points should be considered as the basis for the governors’ action plan.**

## How the school has improved since the last inspection

As the school has only been open since Spring 1997 it has not had a previous inspection. The school has excellent capacity to sustain its high standards because effective systems have been introduced which are regularly monitored, evaluated and reviewed.

## Whether pupils are making enough progress

| Progress in:                                 | By 7 | By 11 |
|--|------|-------|
| Targets set at annual reviews or in IEPs*    | C    | B     |
| English:                                     |      |       |
| Speaking and listening                       | A    | A     |
| reading                                      | B    | B     |
| writing                                      | C    | C     |
| Mathematics                                  | B    | B     |
| Science                                      | C    | B     |
| Personal, social and health education (PSHE) | A    | A     |

|                       | Key |
|-----------------------|-----|
| <i>very good</i>      | A   |
| <i>good</i>           | B   |
| <i>satisfactory</i>   | C   |
| <i>unsatisfactory</i> | D   |
| <i>poor</i>           | E   |

\*IEPs are individual education plans for pupils with special educational needs.

## Best progress takes place in:

**Personal and social education.** Throughout the school day there are good examples of pupils getting on well together, making the right decisions for themselves and acting in a polite manner towards staff and each other. Staff are very good role models and constantly reinforce expectations. This has a very positive effect on pupils’ progress.

**Speaking and listening.** Pupils make very good progress because of the many opportunities offered to them in lessons and in breakfast, lunch and circle times.

**Reading.** Pupils make good progress. To begin with many pupils have negative attitudes towards reading but teachers are careful to promote positive and confident attitudes which make progress possible.

**The least progress** is at Key Stage 2 in **music** and **physical education**. There is insufficient emphasis on music, and activities in physical education are limited.

• **Quality of teaching**

|  | <b>Overall quality</b> | <b>Most effective in:</b>  | <b>Least effective in:</b>    |
|--|------------------------|--|-------------------------------|
| 5 – 7 years                                  | Good                   | Good in: English, mathematics, religious education, design and technology, history, music, physical education. |                               |
| 7 – 11 years                                 | Good                   | Good in: English, mathematics, religious education, art, design and technology, history.                       | Music and physical education. |
| English                                      | Good                   |  |                               |
| Mathematics                                  | Good                   |  |                               |
| Personal, social and health education (PHSE) | Very good              |  |                               |

Teaching was satisfactory or better in all lessons observed. It was good in 75% of lessons and very good in 28%. In one mathematics lesson at Key Stage 2 it was excellent. During the inspection teaching was slightly better for the small number of pupils under seven than it was for older pupils. For younger pupils teaching was good or better in over 80% of lessons and very good in 36%. No teaching was observed in geography as it was not taught during the half term of the inspection.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that strengths outweigh any weaknesses.*

• **Other aspects of the school**

| <b>Aspect</b>                                     | <b>Comment</b>  |
|---|---|
| Behaviour   | Pupils’ behaviour is good most of the time and they are very good at ignoring bad behaviour. Their attitudes to learning are very good.   |
| Attendance  | Good, and punctuality to school and into class is good.   |
| Ethos*  | Excellent. The school positively encourages good behaviour and high standards of work allowing many pupils to successfully integrate into mainstream schools.   |
| Leadership and management                         | The headteacher supported by the governors and deputy headteacher provides excellent leadership for the school.   |
| Curriculum  | Is broad and balanced, includes all National Curriculum subjects and has a good focus on literacy.  |
| Spiritual, moral, social and cultural development | Provision for social and moral development is very good and for spiritual and cultural development it is satisfactory.  |
| Staffing, resources and accommodation             | The number and experience of staff is good, the accommodation is very good and learning resources are of a good quality.  |
| Value for money                                   | Good. Costs are very high, partly as a result of the small number of pupils currently on roll. However, pupils benefit from good teaching, make good progress and a significant number have returned to mainstream schools. |

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

**The parents' views of the school**

| What most parents like about the school  | What some parents are not happy about |
|--|---------------------------------------|
| IV. The progress pupils make in work and behaviour.<br>V. The good information from the school and the regular contact with staff.<br>VI. The attitudes and values the school promotes.<br>VII. The relationship between pupils and staff. |                                       |

The inspectors agree with the positive views expressed by parents.



## **KEY ISSUES FOR ACTION**

There are no key issues for the school to address but in the context of its many strengths the following points for improvement should be considered as the basis for an action plan:

- VIII. develop the provision for music so that pupils, especially those at Key Stage 2, have more opportunities to improve their standards ( see paragraphs **14, 32, 124, 127**);
- IX. improve the provision for physical education at Key Stage 2 so that pupils take part in a wider range of activities (see paragraphs **14, 32, 128, 133**);
- X. ensure there are co-ordinators for all subject areas ( see paragraphs **34, 56, 84, 89, 105, 127**).

## INTRODUCTION

### Characteristics of the school

1. The Cherry Trees is a special school for boys aged 5-11 years who have emotional and behavioural difficulties. The school opened in April 1997. Before this time pupils with emotional and behavioural difficulties attended an all-aged school that required special measures. This school closed in December 1996 and Cherry Trees opened one term later. The Cherry Trees has not had a previous inspection.
2. The school is located in a built up inner city area. The site is very pleasant with attractive trees and a playground designed to offer a variety of opportunity and a range of experiences to pupils.
3. The school can accommodate up to 32 boys, attending on a full-time or part-time basis. Most pupils come from Tower Hamlets. At the time of the inspection there were 18 pupils on roll. Ten children left at the end of the previous term. Eight of these were Year 6 pupils who transferred to secondary school. Almost all pupils on roll have a statement of special educational need. Ninety five per cent of pupils are entitled to free school meals which is very high in comparison to other schools, and 22% have English as an additional language, which is also high in comparison to other schools.
4. The school is committed to meeting the pupils' special educational needs by providing both full and part-time placements and supporting and encouraging integration into mainstream education. The school aims to do this by:
  - ensuring a safe, supportive and caring environment where all those concerned with the school are equally valued.
  - raising children's levels of achievement through an effective, broad and balanced education which meets the requirements of the National Curriculum.
  - enabling pupils to develop their self-esteem, accept responsibility and learn to make appropriate choices regarding their behaviour.

### 5. Key indicators

#### 5. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

|                      |                           | %    |
|----------------------|---------------------------|------|
| Authorised Absence   | School                    | 8.0  |
|                      | National comparative data | 11.0 |
| Unauthorised Absence | School                    | 4.4  |
|                      | National comparative data | 9.0  |

#### 5. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

|              | Number |
|--------------|--------|
| Fixed period | 17     |
| Permanent    | 0      |

#### 5. Quality of teaching

Percentage of teaching observed which is:

|                        | %   |
|------------------------|-----|
| Very good or better    | 28  |
| Satisfactory or better | 100 |
| Less than satisfactory | 0   |

## 5. **PART A: ASPECTS OF THE SCHOOL**

### 5. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### 5. **Attainment and progress**

1. *It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations or averages. The report does, however, give examples of what pupils know understand and can do. Judgements about progress and references to attainment take account of information contained in pupils' statements and annual reviews.*
2. Pupils at Key Stages 1 and 2 make good progress. During the inspection progress was satisfactory or better in 95% of lessons seen. It was good and occasionally very good in 70%. Throughout the school the good standard of teaching makes a very important contribution to pupils' good progress. Progress was unsatisfactory in only a small number of lessons and was the result of the disruptive behaviour of a number of pupils, which affected the progress made by the whole class. At the time of the inspection the number of pupils on roll was low and there were very few pupils at Key Stage 1. However, at Key Stage 1 progress was good in over 80% of lessons and was sometimes very good. At Key Stage 2 progress was good in over 60% of lessons and was occasionally very good.
3. Overall, at both key stages, pupils make good progress in English. They make better progress in speaking and listening and reading than they do in writing. In all subjects there is a good emphasis on developing speaking and listening skills and pupils make very good progress in this aspect. Many opportunities are offered to pupils in lessons and in breakfast, lunch and circle times. Pupils answer questions confidently, express their opinions in a clear manner and often listen carefully to others' opinions. They make good progress in reading. Although to begin with many pupils have negative attitudes towards reading, teachers are careful to promote positive and confident attitudes, which make progress possible. They have daily opportunities to read to staff and most take reading books home on a regular basis. Pupils are generally keen to read, do so with confidence, and show interest in their books. Pupils make satisfactory progress in writing. The introduction of the National Literacy Strategy has had a positive effect on pupils' progress.
4. Pupils at both key stages make good progress in mathematics, especially in their ability to calculate mentally. In most classes lessons start with a good mental session in which questions are matched to pupils' abilities. The good teaching of number rules contributes to pupils' progress so that by the end of Key Stage 2 they can successfully apply these rules when solving problems. The National Numeracy Strategy has been introduced and is helping to raise standards in most classes but the school has not yet monitored the effectiveness of this initiative in all classes.
5. In science, pupils at Key Stage 1 make satisfactory progress. Pupils understand that magnets repel, attract and produce force. They can name some planets and they understand that the position of the sun changes during the year. At Key Stage 2 pupils make good progress. By Year 6 pupils can design experiments, predict outcomes, and record results.
6. Pupils at both key stages make satisfactory progress in information technology. Pupils' word processing skills develop well. At Key stage 1 they have a basic awareness of the keyboard and with support they word process simple sentences. At Key stage 2 they draft and redraft their work and make decisions about font size and type, showing a good awareness of layout. Pupils in classes where information and communications technology is taught as a separate subject often make good progress.
7. At Key Stages 1 and 2 pupils make good progress in religious education. Pupils understand the different rituals and beliefs in the major religions and older pupils can compare these to their own beliefs.
8. Key Stage 1 pupils make good progress in art, design and technology, history and physical education. They make very good progress in personal and social education. Throughout the school day there are opportunities for pupils to practice and reinforce their personal and social skills. Breakfast time is an excellent start to the day at which pupils demonstrate the ability to take turns, listen to others and develop positive relationships. Pupils make satisfactory progress in geography and music.
9. At Key Stage 2 pupils make good progress in art and design and technology. They make very good progress in personal and social education. At lunchtime they sit with their class and make choices, talk to

their teachers and peers and behave in a very sensible manner. Many pupils attend mainstream primary schools for part of the week and reports suggest that the personal and social skills they have acquired help them to settle in at these schools. Pupils make satisfactory progress in geography and history. They make unsatisfactory progress in music and physical education. Pupils have worked with some visiting musicians but little regular emphasis is placed on music. In physical education pupils experience only a limited range of activities. In both music and physical education pupils have insufficient opportunities to improve their standards in all the aspects of the subject.

10. The school has set some realistic targets for improving standards. There are good systems for assessing pupils' progress, and information from assessment is used to monitor progress towards these targets. All pupils have individual education plans, which include realistic targets for literacy, numeracy and behaviour. These are monitored every term. All pupils make at least satisfactory progress towards their targets and most at Key Stage 2 make good progress.
11. Pupils with more significant learning difficulties make good progress. They benefit from the good teaching in which tasks are closely matched to pupils' abilities and understanding. As a result of the very small class sizes they receive much appropriate individual support from teachers and support assistants. Pupils for whom English is an additional language receive good support when they are withdrawn from class and they too make good progress.
16. **Attitudes, behaviour and personal development**
12. For the majority of time pupils in both key stages show interest, concentrate on their work and persevere with tasks, even when they find them difficult. Pupils expect to work throughout each lesson and most achieve this. Occasionally one or two pupils behave in a disruptive way but the majority of pupils manage outstandingly well, to ignore the unwanted behaviour and keep working quietly. Two major factors contributing to this are the good teaching strategies and a consistently applied, successful behaviour policy.
13. Pupils develop their ability to work both independently and collaboratively, in pairs and in small groups. Opportunities for collaborative working are well planned by the staff. For example, at breakfast and lunch times pupils interact in a sociable and courteous way with each other, and in paired work on the computers they support others and discuss their tasks.
14. Overall, behaviour in and around the school is usually good and pupils are generally courteous to each other and to adults. The rules and sanctions are understood and respected and there is ample evidence that pupils respect and trust all those working in the school. They form good relationships with each other and with staff. This is illustrated by the concern they showed for a classmate after an incident, and in the pleasure they take in each others' success or good work, commenting spontaneously on neat writing or, for example, on a well made torch in a design and technology lesson. Pupils know that they will be listened to and treated fairly and courteously. They respond extremely well to the excellent role models offered by the staff. There are, as would be expected, outbursts of bad behaviour, but pupils are increasingly able to control their impulses and most incidents are minor and of short duration as pupils respond to appropriate management strategies and explicit teaching about how to behave. Pupils take pride in their bright and pleasant school environment and there is no evidence of damage or litter in and around the building.
15. When pupils are calm they show respect for other people's values and feelings. They show concern for fellow pupils and indeed for staff if they are hurt, unwell or upset. However, there are times when pupils lose control and show aggressive, personally abusive or racist behaviour.
16. The school tries hard not to exclude pupils; nevertheless in the past school year the number of fixed term exclusions has been high in relation to the number on roll. There have been no permanent exclusions. Major incidents are often dealt with by "internal exclusion" in which a pupil is in school but excluded from his class. Exclusion is carefully monitored by the headteacher and by the governors and the school has been successful in the current year in significantly reducing the number of internal exclusions.
17. Pupils' personal development is very good. Pupils respond very well to the opportunities offered to them to take responsibility and to show initiative. Pupils are proud and eager to take responsibility, for example, showing visitors round the school and clearing up after breakfast and lunch.

22. **Attendance**

18. Attendance and punctuality are good. The school effectively promotes the importance of regular attendance. All pupils are brought to school by local authority transport and lateness occurs only when a pupil misses the pick up time. The daily breakfast period, which takes place before the beginning of formal lessons, effectively prevents any disruption to teaching by the occasional late arrival of a pupil.
19. The registers and registration procedures are thorough and meet statutory requirements. The registers are checked weekly by the headteacher. The good attendance and punctuality make a positive contribution to the pupils' good progress.

24. **QUALITY OF EDUCATION PROVIDED**

24. **Teaching**

20. The quality of teaching is good throughout the school. During the inspection no unsatisfactory teaching was observed and teaching was good or better in 75% of lessons. It was very good in 28% and there was one example of excellent teaching in mathematics. There were very few Key Stage 1 pupils at the time of the inspection. However, teaching was slightly better at Key Stage 1 than at Key Stage 2 as there was a higher proportion of good and very good teaching.
21. Throughout the school the strengths of teaching are the high expectations that teachers have for pupils' behaviour and work. Teachers consistently reinforce rules and expectations and manage pupils very well. They have a very good awareness of pupils' knowledge, skills and understanding and use this to plan lessons in which tasks are very closely matched to pupils needs and abilities. In literacy lessons and at times in numeracy, there are good plenary sessions in which all pupils discuss their achievements. These factors combined with the generally good relationships between staff and pupils have a very positive impact on pupils' attitudes to learning and to their good progress.
22. At Key Stage 1 teaching was good or better in 82% of lessons and it was very good in 36%. There were examples of very good teaching in English, mathematics, science, religious education, art, design and technology, history and personal and social education. Lessons are very well planned and interesting resources are used which stimulate pupils' interest. Questioning is used effectively and activities are structured in a logical sequence, which lead on from one another, each reinforcing pupil's knowledge and understanding. Planning is good, assessment takes place throughout lessons and instant feedback is given to pupils. This encourages them to persevere with their tasks. In some subjects such as music and physical education lessons are fun and an enjoyable time is had by staff and pupils. Teachers and support staff work well together and effective learning environments are created in which relationships are often very good.
23. At Key Stage 2 teaching was good or better in 72% of lessons, very good in 24% and once it was excellent in mathematics. There was some very good teaching in English, science, religious education, art and design and technology. Lesson planning is good and there is a strong emphasis on specific vocabulary in all subjects. In some lessons, for example art, tasks are broken down into small steps and skills are taught very well. In almost all lessons explanations are clear and work is very well matched to pupils' abilities. In most classes the structure of literacy and numeracy lessons is good and includes an appropriate balance between group and individual work. The way in which teachers question pupils at a level appropriate to their understanding, the constant assessment of their skills and knowledge and the regular feedback given to pupils has a very positive impact on their progress. Expectations for learning and behaviour are high and teachers reinforce their expectations in a very calm and consistent manner. Although there was no unsatisfactory teaching, occasionally in some physical education, mathematics and science lessons teachers' subject knowledge is a little weak and this results in the incorrect use of terms, or an unclear progression of activities.
24. Pupils with additional special needs, especially those with more significant learning difficulties, benefit from the very small class size and receive good support from both teachers and support assistants. Support assistants have a clear understanding of pupils' needs and usually adopt an encouraging approach, which brings out the best in pupils and helps them to make progress. The good match of tasks to pupils' needs and abilities benefits all pupils, including those with learning difficulties. In all classes the

specific targets in individual education plans are used well in literacy and numeracy lessons as a focus for pupils' learning.

25. The few pupils who have English as an additional language receive some good support when withdrawn from class. Initially pupils are reluctant to attend these sessions but once they have settled they benefit from the good support and make good progress. The school reports that supporting these pupils within the classroom has proved to be unsuccessful.

26. Throughout the school pupils are encouraged to regularly take home reading and sometimes mathematics. Most parents are satisfied with the amount of work pupils are expected to complete at home.

31. **The curriculum and assessment**

27. The curriculum is broad and balanced and includes all National Curriculum subjects and religious education. There is a good focus on literacy across the curriculum at both key stages. Throughout all subjects there is a very strong emphasis on personal and social development, which is very appropriate for the needs of the pupils. Sex education and drugs awareness training is included in the science curriculum. Currently the school is considering increasing the emphasis on these topics by teaching personal, social and health education, sex education and drugs education as one separate subject. National Curriculum Programmes of Study are covered in all areas except music and physical education.

28. Planning is good. The curriculum is structured on a two-yearly cycle that is broken down into half termly topics, which are followed by all classes. Clear policies with explicit aims are in place for all subjects. Schemes of work for most subjects are detailed and are structured so that pupils build on their existing skills, knowledge and understanding. However, in physical education the range of activities the plans cover is narrow and at present there is no scheme of work for music to guide teachers in their planning.

29. At the end of the term prior to the inspection there had been several staff changes and there were no co-ordinators with responsibility for mathematics, science, art and music. Recently appointed staff, or staff appointed from next term, will be assuming roles as subject co-ordinators. In addition a whole school curriculum co-ordinator has been appointed. However, the absence of these posts during the half term of the inspection, meant that there was little support for teachers in the teaching of these subjects, and less monitoring of all subjects had taken place in comparison to previous terms.

30. Equality of access to the curriculum for all pupils is very good. The school has put in place a number of strategies to ensure that all pupils have every opportunity to take part in all activities and to make progress. Pupils who have English as an additional language receive good support. Even though they are at times reluctant to be withdrawn from class they settle down and make good progress. Opportunities for pupils to reintegrate into mainstream schools are very good and this provision is well managed by the deputy headteacher. Very significant numbers of pupils have been successfully reintegrated into mainstream secondary schools at the end of Year 6. Pupils with more difficult behaviour benefit from regular therapy and all pupils have taken part in sessions with other therapists in resolving conflicts. This additional therapy helps pupils to cope with their difficulties so that they can settle more easily in the classroom and it therefore contributes to their good progress. A number of pupils have learning difficulties. These pupils benefit from the good teaching, which ensures that tasks in almost every lesson are well matched to their needs and abilities.

31. The school very successfully fulfils all its statutory responsibilities for pupils with special educational needs. Annual reviews include all relevant professionals and are almost always attended by parents. Termly reviews are held for pupils who attend part of the day at mainstream school. These are well attended by staff from both schools. Individual education plans are reviewed termly and include appropriate targets for literacy, numeracy and behaviour.

32. Although there are no regular extra-curricular activities all pupils went on the residential camp last summer. Pupils talk enthusiastically about their time at camp. This clearly made a very important contribution to their social and moral development. In most subject areas good visits are planned which increase pupils' motivation and contribute both to their progress and to their social and cultural development. The school has plans to increase the range of extra-curricular activities for pupils.

33. Pupils are well prepared for secondary education. Last year most pupils moved on to a mainstream school.

The minority moved on to special schools. This is an indication of the school's successful integration and outreach work through which pupils are given as much time as possible in mainstream schools.

34. In almost all subjects, assessment procedures are good and very good use is made of assessment information in lesson planning. On entry to the school all pupils are assessed in literacy, numeracy and behaviour. Detailed reviews are then made after six weeks. In all lessons the use of questioning is very good and this combined with the very small class sizes enables teachers to make very accurate assessments of pupils' understanding. As a result, work is almost always very well matched to pupils' abilities. The recording of pupils' progress through National Curriculum levels is at least satisfactory in all subjects except music and physical education. Across the school marking is good. Pupils are given instant feedback, which contributes to their positive response in the majority of lessons. The small number of pupils with English as an additional language are assessed regularly, and detailed records are kept of their progress. Annual progress reports for parents are satisfactory and include information on all subjects.

39. **Pupils' spiritual, moral, social and cultural development**

35. The school very successfully promotes the, moral and social development of all pupils through its aims and ethos. These aims are reflected throughout the curriculum. Provision for pupils' spiritual development is satisfactory. It is promoted through the teaching of religious education and through assemblies. However, opportunities for pupils to reflect on their experiences in other areas of the curriculum are often missed. For example, in design and technology, pupils were not given opportunities to think about festivals of light when making torches from recycled materials. The provision for cultural development is satisfactory. It is promoted through visits from the local art gallery and musical groups but these experiences are not always developed fully in the curriculum. The school effectively promotes the multi-cultural world in which the pupils live.

36. Assemblies cover many aspects of religious belief and moral issues. They are well planned and well led. They provide pupils with opportunities to explore feelings and they are given time to think about their actions and those of others. Pupils respond well to these opportunities.

37. The school gives high priority to teaching the principles which distinguish right from wrong. Pupils are encouraged to, and often show respect for each other. They are clear about acceptable standards of behaviour and are very good at continuing to work when other pupils behave poorly. Breakfast and lunch times provide very good opportunities for adults to reinforce positive behaviour. Stories in assemblies and the use of circle time give pupils opportunities to express their opinions and reinforce the principles of acceptable behaviour both in school and in the world outside. Consistent behaviour management by all adults in school ensures that pupils know what is expected of them.

38. Relationships in school are good. Question and answer sessions in lessons provide good opportunities for pupils to listen to others and respect different views and opinions. Pupils are given responsibilities for handing out equipment in lessons and clearing away at lunch times. Pupils particularly enjoyed showing visitors around the school and take great pride in the school community. Many pupils speak positively about their experience at camp last term, which made a profound impact on the quality of relationships and pupils learning. The high priority given by the school to individual support for pupils and group support to adults has a very positive effect on relationships.

39. Pupils are given opportunities to take part in charitable work and, following a visit to the school from a man with his guide dog, pupils have successfully raised funds to support this charity.

44. **Support, guidance and pupils' welfare**

40. The school provides very good support, advice and guidance for all its pupils. All staff have a consistent approach which gives pupils a sense of security. Behaviour and academic progress are very closely monitored and at the end of every teaching session there is discussion with each pupil about his achievements in behaviour and work. This gives pupils immediate and frequent insights into their progress. A particular focus is the charting of how well pupils ignore other pupils' bad behaviour. The importance given to "good ignoring" is a particularly effective part of the behaviour management strategy. Pupils work towards short-term targets negotiated with them by their class teacher. These include a social and behavioural focus, such as working independently, and remaining 'on task'. These targets supplement those on pupil's individual education plans. All class teachers review individual education

plans termly. Pupils record their progress towards selected targets on charts in the headteacher's office. This further emphasises to pupils the importance of their progress both to themselves and to the school. The monitoring of pupils' attendance is also very good and pupils are very well supported on their return to school after an absence or an exclusion.

41. The school makes very good use of visiting professionals both from the health service and from the education authority's support services. There is very good access to psychotherapy services, which are used to support both individual pupils and school staff in their interactions with pupils. There are frequent visits from the educational psychologist and close relationships are maintained with social work services. The education social work service has been active in supporting parents through a regular group and through participation in the training of a parent as a parent support worker.
42. The school has in place very effective measures to promote discipline and good behaviour. These are effective for most pupils for most of the time. Policies for behaviour management are strong, clear and well understood by all. While the school's strategies are effective for most pupils for most of the time, there are instances of aggressive behaviour. When pupils are angry they are inclined to use personal abuse, including racist remarks. Such incidents are consistently and swiftly dealt with in line with the school's behaviour policy. While most behaviour management strategies are very successful the sanction of pupils losing part of their playtime is not always effectively managed and sometimes causes disruption. The school has a sensible policy on restraint, which is followed by all staff. However, the policy on recording incidents means that not all instances of more minor restraint are recorded.
43. The school's promotion of the health and safety of its pupils is very good and includes detailed risk assessments. Arrangements for child protection, including policy, practice, training and liaison, are very good.
48. **Partnership with parents and the community**
44. There are very good relationships between parents and the school. The parents' meeting and their responses to the questionnaire indicate a high level of satisfaction with the effort the school makes to maintain good standards, especially in connection with behaviour and attitudes to work. Regular letters of advice and information from the headteacher, a school newsletter twice a term, and pupils' progress reports, provide a comprehensive range of written material for parents. In addition, teaching staff and other professionals concerned with the progress and safety of the pupils make regular home visits, and parents feel welcomed by the school to discuss matters of concern at any time. Parents value the open and friendly relationships they have with the staff. A support group meets regularly in nearby premises to provide further advice and assistance to parents if needed. A trust will be funding a counselling post next year for a parent-governor to work with parents who have, or will have, children at the school.
45. The school's prospectus, governors' annual report to parents, and pupils' annual progress reports are informative and with the exception of including National Curriculum Test results in the governors' report, they meet statutory requirements. The school has published a home-school agreement, which has been well accepted by parents and pupils.
46. The school has good community contacts that make a positive contribution to pupils' attainment and personal development. An association with a local professional football club is starting to provide football training and other cross-curricular activities. It is planned that funding from a charitable organisation will allow the school to run after school activities and through this organisation pupils have been invited to participate in a local mural painting project to celebrate the millennium. A project to support the work of Guide Dogs for the Blind promoted an awareness of disability and charitable concerns. Off-site educational visits are planned as part of most subjects. These combined with the summer camp have a positive influence on pupils' progress and the development of their social skills. There are good links with an Asian families support group. Links with other schools are especially good. The deputy headteacher co-ordinates an outreach and re-integration programme that closely monitors and evaluates the pupils' progress as they are gradually re-introduced into mainstream schools, and offers support to other schools in dealing with children with emotional and behavioural difficulties.

## 51. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**



51. **Leadership and management**

47. Leadership and management are excellent. The headteacher, together with the governing body and deputy headteacher have a very clear vision for the school, which is focused on the creation of a learning environment in which pupils can succeed and where their behaviour is managed in a calm and consistent manner. Pupils are expected to learn and they know this. These aims permeate every aspect of school life and have a very positive impact on the quality of teaching and learning in the school.
48. The headteacher offers clarity of purpose and direction to all aspects of school life. Priority is given to the quality of the curriculum, the needs of the pupils and opportunities for integration. She is effective in identifying areas where change is needed and in managing change successfully.
49. The governing body is very effective and provides good strategic guidance for the headteacher and senior managers. The committee structure enables the governors to play a very effective role in monitoring the activities and developments in the school. The governors' commitment and expertise make a very positive contribution to the fulfilment of the school's vision.
50. The headteacher and deputy headteacher are an effective partnership. The deputy headteacher's prominent role in promoting and encouraging integration and outreach with mainstream schools ensures that positive relationships are maintained with pupil's mainstream schools and very good opportunities for re-integration are created. This important aspect of the school's work is managed very well and is proving to be very successful.
51. Procedures in school for monitoring the curriculum are good. At the time of the inspection several staff changes had occurred, and there were no curriculum co-ordinators in some subjects and no overall curriculum co-ordinator. However, recently appointed staff, or staff appointed from next term, will be assuming roles as subject co-ordinators, and a whole school curriculum co-ordinator has been appointed. The school has a system in place for monitoring the quality of teaching, which is shared between the senior management team and involves the chair of the governing body. Staff receive feedback after being monitored and targets for improvement are set.
52. The school development plan is very clear and outlines realistic priorities for school development. The decision to use a training day to involve governors and staff in the development planning process was very effective in producing a workable plan. The plan is monitored regularly by staff, and the headteacher reports termly to the governors. The school has set some realistic targets for improvement.
53. The ethos of the school is excellent and this is one of its strengths. The school positively encourages good behaviour. Pupils are clear about expectations for work and behaviour and adults provide good role models. Relationships are good. All staff share a commitment to promoting learning and they expect pupils to achieve high standards in their work. This helps many pupils to re-integrate successfully into mainstream schools.
54. Except for minor omissions to the governors' annual report to parents, the school complies fully with statutory requirements.

59. **Staffing, accommodation and learning resources**

55. The number, qualifications and experience of both the teaching and support staff is good. At the time of the inspection the number of pupils on roll was very low and the ratio of staff to pupils was one adult to less than two children. This had a positive effect on pupils' work and behaviour. The staff morale is high. Staff form a competent and well-motivated team that works effectively together to implement the school's aims, fulfil the requirements of the curriculum and meet the targets in the school development plan. The support assistants play an important role in both teaching and managing pupils.
56. Arrangements for the induction of new staff are good. The headteacher acts as a mentor to teachers and the deputy headteacher manages and promotes the development of support assistants. Appraisal of the teaching staff is satisfactory and is carried out in line with an agreed policy. Support staff do not receive a formal annual appraisal but are subject to regular meetings and interviews. Arrangements for the professional development of teaching and support staff are good and pertinent to individual needs and to the needs of the school.

57. The accommodation is very good. The building is well decorated, clean, free from litter and graffiti and is equipped with high quality, attractive furniture and fittings. Classrooms, corridors and the assembly hall have attractive and imaginative displays of pupils' work and photographs. These include school events, visits and the annual camp. Outdoors, although space is limited it is well equipped. There is a stimulating climbing frame which has a safe landing area, and a small football pitch. The very good overall appearance of both the buildings and grounds reflect the efforts of the premises manager and cleaning staff. Regular checks are made of the school building and its grounds and any damage is dealt with promptly. This ensures the smart appearance of the school is upheld. Pupils take pride in their bright and pleasant school environment and this has a very positive effect on the progress they make in both work and behaviour.
58. The school's learning resources are good and fully meet curriculum requirements. There is a good number of high quality books which are mostly located in the small but comfortable library to which pupils have supervised access. Resources in many subjects are supplemented by artefacts and books borrowed from the local education authority's lending service.

### **The efficiency of the school**

59. The school's planning for its educational developments is very good. The headteacher's and governing body's vision for the new school has been very well realised. Great care has been taken in setting up the school with appropriate and attractive books, furniture and equipment so that the environment makes a positive contribution to the pupils' education. Appropriate investment has been made in materials for new developments such as the National Literacy Strategy. The school development plan includes appropriate targets, is fully costed and where possible, identifies sources of funding. In addition to immediate developments and priority issues the school has identified some major developments it would like to make in a two-year and a five-year period. It has planned a rolling programme of curriculum development and resource provision for subject areas up to 2003. Staff with established management responsibilities are clear about priorities and resources, although currently there are a number of teachers, including temporary staff, who have only recently taken over responsibility for subject areas.
60. Good use is generally made of teaching and support staff. Currently pupil numbers are low but the school ensures that pupils benefit from the generous amount of adult time available in terms of their progress, both in academic work and in personal development. Arrangements for covering classes to allow staff non-contact time can occasionally present difficulties when temporary or less experienced staff are deployed in this covering role. The school makes good use of its staffing and resources for pupils for whom English is an additional language.
61. Resources are accessible and well used. Pupils respect them and take care of books, photographs and equipment. Classrooms and other indoor and outdoor areas are generally well used. However, the library is not ideally sited and has to be used for some teaching sessions. It is also too small to be used by class groups and it is not furnished or equipped to attract pupils to browse among the books or to develop personal study and research skills. The school is aware of this but is unable to identify a more suitable location in the building.
62. The school's financial controls and procedures are very good. Day to day running of finances and school administration are most ably managed by the school secretary. There is an active and knowledgeable finance committee of the governing body, which meets regularly. The recommendations of the last full audit in March 1999 have all been satisfactorily implemented.
63. Currently there are only 18 pupils on roll. This is well below the maximum of 32 for which the school is resourced. At the end of the previous academic year pupil numbers did approach the maximum. While the roll remains at its current level the cost per pupil is very high in comparison with similar schools. Even so, taking into account the good academic progress of the pupils; the very good personal development, very good attitudes and good behaviour of the pupils; the high quality of teaching; and the successful and well supported returns to mainstream schools for many pupils; the school gives good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **68. ENGLISH, MATHEMATICS AND SCIENCE**

#### **68. English**

64. Overall, pupils make good progress at both key stages. They make very good progress in speaking and listening because of the many opportunities offered to them in lessons and in breakfast, lunch and circle times. They make good progress in reading; although to begin with many pupils have negative attitudes towards reading, teachers are careful to promote positive and confident attitudes which make progress possible. Pupils make satisfactory progress in writing. Many pupils have low level literacy skills when they arrive at the school but teachers ensure that this does not prevent their access to the curriculum. Pupils are supported by staff reading or scribing for them when necessary and through guided writing. As a result they are able to make progress in learning concepts and skills even when they are unable immediately to express what they have learned in extended pieces of writing. The school has put in place an adapted form of the National Literacy Strategy; pupils are benefiting from the structured approach offered in the Literacy Hour and teachers believe that progress is accelerating. Observation of lessons and pupils' work confirms this.
65. By the end of Key Stage 1 pupils are able to speak to each other and to staff with confidence and usually with fluency and accuracy appropriate to their age. They usually observe the conventions of turn taking and they listen very well to teachers and often to each other. There are good examples of social use of language to be observed at meal times in particular, and pupils are very willing to engage in conversations with visitors to the school. By the end of Key Stage 2 pupils are able to talk calmly and reasonably about their work and about aspects of their behaviour. They often use complex sentence structures and well-chosen vocabulary. Specialist vocabulary learned in subject areas, for example, history, science and technology, is brought into general use. For example, pupils refer to "sources", talk about "evaluation" and describe cake decorations as looking like "DNA". Pupils are aware that different styles of spoken language are appropriate in different situations and for different audiences.
66. At the time of the inspection there were very few pupils at Key Stage 1 and their reading levels varied. However, all have positive attitudes to books and to the stories they contain. Some pupils can tell a story in great detail using only the pictures, while others have phonic strategies and a moderate vocabulary of known words which allows them to read simple texts. Pupils are becoming familiar with alphabetical order. They know the terms "title", "author" and "illustrator". By the end of Key Stage 2 some pupils have developed an ability to read texts which are broadly in line with national expectations for their age, while others have few effective strategies and can only tackle very familiar books. All pupils have the skills to understand and comment on texts, even when they need help with decoding them. Pupils understand a range of words about books and grammar and can use the index of a book confidently. However, although they do use information books to research in other subjects, in history for example, their independent research skills are under-developed.
67. By the end of Key Stage 1, with help, pupils are beginning to be able to write words and sentences using their phonic knowledge. Pupils are able to attempt to spell words independently, and spellings are often reasonable if not correct. They are able to write clearly from a model or write over a teacher's words. Letters are often well formed but pupils do not use joined script. By the end of Key Stage 2 there is wide variation in what pupils can write. A few produce passages of extended writing, using their own experience or imagination. Others are dependent on considerable support from teachers and support staff who scribe for them or write in their personal word books. However, with appropriate help all pupils can attempt written work in a wide variety of forms including poems, letters of complaint, play scripts and interviews. Handwriting is usually clear and sometimes neat and well joined up. Pupils are able to use information technology to help them achieve a very good finished piece of work.
68. Pupils' attitudes to learning are good. There are many examples of pupils being totally absorbed in their work. They read aloud with confidence, listen to others opinions in discussions and generally behave well. Relationships in lessons, with other pupils and with adults are usually good.
69. Teaching is good in both key stages and occasionally very good. Subject knowledge is good. There is very good emphasis in Key Stage 1 on the development of independent working, very good explanations and a very good ethos for learning. Planning in both key stages is good and learning objectives are

clearly stated. There are high expectations for learning and behaviour. Work is carefully and helpfully marked and assessed. In the very good lessons in Key Stage 2 pupils were given many opportunities to explain their thoughts and express themselves. The management of pupils' behaviour is good in both key stages. A strength of teaching throughout the school is in the planning of activities which keep pupils working on varied but related tasks all through the lesson. A further strength is the ability to pitch the level of work so that all pupils find it accessible, with an appropriate level of support from staff. Essential to the good progress is teachers' ability to maintain the level of pupils' confidence. The National Literacy Strategy has been well adapted to the needs of the pupils of this school, teachers are using it well and this is having a positive effect on attainment and progress.

70. There is a good scheme of work for English which ensures that pupils are offered a full and varied curriculum. It includes a wide variety of speaking, listening and reading activities and writing in many forms and for many purposes. The planning for and teaching of the National Literacy Strategy has been monitored as part of the school's development plan. Systems for assessing pupils' attainment are good and information from assessing pupils' achievements is used very well to plan future lessons. Good links with information technology are planned and used and there are particularly good cross-curricular links, which extend pupils' vocabulary.
71. Resources are generally good. Books are attractive, varied, well chosen and well kept. Classrooms provide an extremely pleasant environment for pupils' learning. The library contains a satisfactory number of appropriate books. The library accommodation is satisfactory but it is not sited at the heart of the school where pupils are likely to pass it frequently. The room is small and is used several times a week for teaching sessions. Resources are stored in it and these factors limit its accessibility. There is no possibility of using the room for a group to develop personal research skills or to be attracted to books through having the time and space to browse because of its small size and the lack of comfortable furniture which might add to the enjoyment of reading.
72. Overall, English makes a good contribution to the social and cultural development of the school's pupils.

77. **Mathematics**

73. Pupils at both key stages make good progress. This is a result of the good teaching, which ensures that work set is matched to the pupils' needs, abilities and interests.
74. There were very few Key Stage 1 pupils at the time of the inspection. However, these pupils make good progress in all aspects of mathematics as they work through their individual programmes. The least able pupils can order numbers to ten and use the words 'more' and 'less' when explaining their answers. More able pupils recognise numbers to fifty, add and subtract to ten, count on and back from a given number, and write numbers up to twenty in words. Pupils begin to recognise simple number patterns and they use mental recall well for calculations up to ten. They reinforce and extend their understanding of number by using appropriate computer games. Pupils' skills of accurately writing numbers develops. They can measure objects and they begin to associate times of the day with specific activities. Pupils make and name two-dimensional shapes.
75. Overall, at Key Stage 2 pupils make good progress. However, there is some variation between the progress made by pupils in different classes. Occasionally in lessons progress is very good as a result of the excellent teaching, or in other lessons progress is only satisfactory because of interruptions by one or two pupils.
76. By the end of Key Stage 2 most pupils show an understanding of place value to 1000. They understand the value of each digit in a number and use mental strategies to add and subtract accurately. Pupils use rules and methods, which have been well taught, to solve problems. Most able pupils understand and use decimal notation and recognise negative numbers. Less able pupils recognise halves and quarters. They can halve or double numbers up to twenty. All pupils use an increasing range of mathematical vocabulary. They recognise two and three-dimensional shapes and most able pupils can describe their properties. Pupils handle data with confidence and use appropriate software to produce bar charts showing information about subjects that interest them; for example, points totals for Premiership football teams.
77. Overall, pupils' attitudes to learning are at least good and at times they are very good. Behaviour is generally good. Pupils show interest in their work and sustain concentration, especially in mental mathematics sessions. They are enthusiastic to answer questions and they often listen well to others and

take turns in a calm manner. At times more able pupils spontaneously help less able pupils, and almost always relationships within the class with adults and each other are good. Pupils are proud of their work and are keen to show visitors what they have achieved. When using computers their behaviour is very good and they work in a very sensible independent manner.

78. The quality of teaching at both key stages is good overall. At Key Stage 2 it ranges between excellent and satisfactory but it is never unsatisfactory. Where teaching is best, work is very well matched to pupils' abilities, it challenges them and holds their interest. Very appropriate resources are used, especially with younger pupils, which helps to maintain their concentration and contributes to their good progress. Throughout the school teachers have a calm approach towards pupils and they consistently reinforce expectations for work and behaviour. Questioning is used effectively throughout lessons. Constant assessment is made of pupils' understanding and this is used to plan future tasks. Teachers and support assistants work well together and provide an appropriate balance between helping and encouraging independence. Although there is no unsatisfactory teaching, there are times when the structure of lessons is less successful as too long is spent in whole group explanations and tasks. Occasionally tasks are ordered in an illogical sequence which can be confusing for pupils.
79. The policy and scheme of work cover National Curriculum requirements and provide a useful guide for staff. Assessment procedures are good and information is used well to ensure that tasks build on pupils' skills, knowledge and understanding. A co-ordinator has been recently appointed and will be assuming responsibility shortly. Until last term regular monitoring of planning and teaching was taking place. However, in the absence of a co-ordinator this half term little monitoring has taken place. As yet there has been no monitoring to assess the effectiveness of the introduction of the National Numeracy Strategy. However, most teachers have received training in the suggested structure of these lessons.
80. The accommodation is very good. Classrooms are spacious with good areas for both whole group and individual work. The resources for learning are satisfactory.

85. **Science**

81. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. By the age of seven, pupils understand that magnets repel and attract and produce force. Pupils are beginning to understand the relative strength of magnets. They study the Earth in space, know the names of some planets and understand that the position of the sun changes during the year. By the age of eleven, pupils can design experiments to test the relative strength of a magnet and with help they record their results. Pupils can explain the shape and size of the magnetic field and the effects of distance of an object to the magnet. They know how to predict outcomes for an experiment and how to set up a fair test.
82. Pupils' attitudes to learning are good. They settle well to practical activities and use the equipment in a responsible manner. Older pupils discuss their work in pairs with each other and with the adults in the classroom. Pupils take responsibility for clearing up at the end of lessons, ensuring all equipment is stored safely and correctly. Younger pupils are very excited by the practical nature of science and sometimes find it hard to sit still, but can usually be brought back to task. Pupils are very good at ignoring any bad behaviour in class and many maintain their interest throughout the lesson.
83. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Where teaching is good, teachers have good subject knowledge and use scientific language appropriately. Tasks set are very challenging and the high quality of question and answer sessions develop pupils' skills of scientific enquiry. Teachers give very clear step by step instructions and provide very helpful computer generated sheets to prompt pupils to record their work accurately. Behaviour management is consistent and effective and is a result of the good teamwork between the support assistants and teachers. All adults are very respectful of pupils and give them time for thinking before answering. Lessons are usually very calm. In the minority of instances where teaching is less effective, this is because of weak subject knowledge and less consistent behaviour management.
84. The curriculum covers all National Curriculum requirements and planning is detailed. Currently there is no co-ordinator and so little monitoring of the curriculum has taken place this half term. However, a teacher will shortly be assuming responsibility for the subject. Good systems for monitoring the subject are in place and in previous terms this has been effectively carried out. The procedures for assessing pupils' attainment are good and very good use is made of assessment information to plan future lessons.

85. The accommodation is good and learning resources are satisfactory.

90. **OTHER SUBJECTS OR COURSES**

90. **Information technology**

86. Pupils at both key stages make satisfactory progress. At Key Stage 2 there is some variation in the progress made by different classes. In classes where information and communications technology is taught as a separate subject and teachers have good subject knowledge, pupils often make good progress.
87. At Key Stage 1 pupils use a mouse to select options when following mathematics games. They follow instructions and reinforce their understanding of number. They understand that devices respond to signals and commands. Pupils have a basic awareness of the keyboard and with support they can word process simple sentences.
88. At Key Stage 2 pupils develop their word processing skills as they draft and redraft their own poems. More able pupils highlight text, select font size and style, and show a good awareness of the importance of layout. All pupils improve their skills of using a mouse or tracker ball. They follow number games and use appropriate commands to insert and delete words in stories and poems. Some pupils select and enter data to produce bar charts. They log on, select programmes and save their work.
89. Pupils' attitudes to learning are at least good and sometimes very good. They are keen to use computers and generally enjoy these opportunities. Pupils handle equipment with care and take a fairly independent approach towards their work. They are sometimes totally absorbed in their task, for example, when using number games. During the inspection there were some good examples of pupils working in pairs and discussing their tasks with little direct adult supervision.
90. Very little direct teaching was observed. However, this combined with evidence from planning suggests that overall, teaching is satisfactory. Both teachers and support assistants provide good individual support for pupils and they encourage pupils to collaborate in their tasks. In all classes the rules for using the computers are well established and this has a very positive effect on pupils' response and progress. Teachers' subject knowledge varies but it is good in classes where information and communications technology is taught as a separate subject.
91. There is a good policy and scheme of work, which covers National Curriculum requirements. The co-ordinator has taken part in regular training and offers good support to staff. There is a satisfactory system for assessing pupils' attainment and recently older pupils have started to evaluate their own achievements.
92. The accommodation is very good. Classrooms have adequate space and the number of computers is satisfactory. The resources are being improved with finance from the national initiative. The number of computers is being increased and an Internet link is being established.

97. **Religious education**

93. Pupils' progress is good in both key stages. At Key Stage 1 pupils understand the different rituals and beliefs in the major religions. They understand Shabbat and the importance of the Friday night meal in Judaism. By the end of Key Stage 2 pupils understand Puja, the Hindu practise of worship at home, know about a number of different Hindu gods and festivals and can compare these to their own experiences.
94. Pupils' attitudes to learning are always good and sometimes very good. They are curious about other faiths and show a genuine interest in different customs and practises. They listen carefully to the teacher and work hard throughout lessons. The use of circle time to allow pupils to express personal opinions and beliefs is very effective in helping pupils to listen to each other.
95. Teaching is always good and very good in half the lessons seen. This teaching is characterised by good subject knowledge and the use of a wide range of practical activities that engage pupils in a very positive way. Tasks are clearly explained and build gradually on pupils' knowledge and understanding. Behaviour management is very good and teachers work very effectively with support assistants. Work is marked promptly and regularly.
96. The curriculum covers all aspects of the Agreed Syllabus and the careful planning, delivery and monitoring of the subject makes a very positive contribution to the high standards of work and the interest

and enthusiasm shown by pupils in these lessons. Religious education lessons make an important contribution to pupils' spiritual and cultural development.

101. **Art**

97. Pupils' progress in both key stages is good. At Key Stage 1 pupils know how to mix primary colours to produce new colours and how to lighten and darken different shades. They handle paint carefully using different sized brushes and make sure that paint is not mixed on the page. At Key Stage 2, pupils use water colours well to create landscape pictures using colour washing techniques. Pupils have painted portraits of Queen Victoria and they use pattern and colour to produce symmetrical designs.
98. Pupils' attitudes in lessons are good. They listen carefully to instructions and move quietly to the activities. They use materials thoughtfully and constructively and work at a good pace. Pupils ask a variety of relevant questions and are able to listen to the teacher's and other pupils' answers. Most pupils take pride in their work.
99. Overall, teaching is good. It is never less than satisfactory and sometimes it is very good. Clear and consistent behaviour management and quiet calm instruction ensure that the ethos for learning is always positive. Teachers' planning is satisfactory. Skills are taught in very small steps and pupils are given plenty of time to practice new techniques. Good preparation of resources and careful teamwork help pupils to succeed. Where teaching is less satisfactory, too much work has been planned for the time available.
100. Recent staff changes mean that there is currently no co-ordinator for art and so the curriculum has not been monitored this half term. However the school does have good procedures for monitoring which will be resumed when the recently appointed co-ordinator takes up post.

105. **Design and technology**

101. Pupils make good progress in both key stages. Progress in the design aspects of the subject is particularly good. This is due to the very good planning in which all aspects of the subjects are consistently and appropriately emphasised.
102. At Key Stage 1 pupils use a variety of construction kits. They investigate and use a number of methods of joining materials; Pupils construct a torch, using an electrical circuit and switch, construct bridges and design and evaluate packaging for Easter chocolate sweets. At Key Stage 2 pupils make models of emergency vehicles, draw floor plans and side elevations, and combine their knowledge of design and technology and information technology in making traffic lights. Pupils' levels of literacy skills and fine co-ordination skills in both key stages are extremely wide which affects their written work and the finished product. However, in the concepts they acquire and in their knowledge of techniques and strategies, many pupils' work approaches the level expected for their age.
103. Pupils in both key stages enjoy these lessons. They respect the materials and tools and work safely. They take pleasure in each others' success and take pride in producing a well-finished piece of work which functions appropriately for its purpose. Displays of finished work on classroom walls reinforce their sense of pride and achievement.
104. The quality of teaching is always good and was very good in half the lessons observed. Planning is very good, lesson objectives clear and effective use is made of classroom assistants. Expectations are high and the management of pupils' behaviour is good. Cross-curricular links are well planned and there is good reinforcement of specific vocabulary throughout the lessons. There is good assessment of pupils' work, by observation during the lessons and by evaluation of the written work and finished articles. Planning for future lessons takes full account of these assessments. Marking is good and includes useful and realistic comments aimed at improving future performance.
105. There is a very well planned scheme of work, which assures good coverage of the National Curriculum. Plans include very good opportunities for assessment and links to other subjects. Resources for learning are good. They are well chosen and well used. The subject is taught in very small groups, which allows for maximum support for each pupil and promotes pupils' health and safety, for example, when using tools. Design and technology makes a good contribution to each pupil's personal development and promotes the ability to work together safely.



## Geography

106. No geography lessons could be observed during the week of the inspection and judgements are therefore made on the basis of a study of pupils' work, photographic evidence and discussion with staff and pupils. This evidence shows that pupils make satisfactory progress in both key stages.
107. Key Stage 1 pupils know that the length of daylight and darkness change throughout the year. They understand the seasons and have recorded the weather. They study rivers and know about the characteristics of the River Thames in their own locality. Pupils have a developing knowledge about the area immediately around the school, the location of shops, market stalls and doctors' surgeries.
108. Key Stage 2 pupils know about the main features of rivers, including sources, tributaries and waterfalls and they have had the opportunity to see the Thames from the top of Canary Wharf. They have related their work on transport to a journey through the Docklands on the Light Railway. Pupils have an understanding of climatic zones, extreme forms of weather and natural hazards such as earthquakes. They are beginning to understand the positive and negative effects that man has on the environment.
109. Pupils work with care on their geography tasks, finishing written work carefully and drawing good illustrations. They express real enjoyment of their trips out of school to Greenwich Park and on a boat ride on the river.
110. Evidence from pupils' work and teachers' plans suggests that teaching is satisfactory. Work is carefully marked with helpful comments. There is a good quantity of appropriate work in pupils' files and evidence of careful teacher assessment.
111. There is a satisfactory scheme of work, which guides teachers in their lesson planning. Monitoring is carried out regularly. The accommodation is very good and resources are satisfactory. The school makes good use of the local authority's library services to supplement resources. Very good use is made of the area around the school and along the Thames for visits and subsequent study. Geography makes a satisfactory contribution to pupils' social and cultural development.

## 116. History

112. Pupils make good progress at Key Stage 1 and satisfactory progress overall at Key Stage 2. In some lessons at Key Stage 2 pupils make good progress. Progress is satisfactory rather than good in lessons where the disruptive behaviour of a few pupils affects the progress made by the whole group.
113. At Key Stage 1 pupils understand past and present and can compare things that happen now with things that happened in the past. They use a "time line" and know about games, clothes and social conditions in Tudor and Victorian times. Pupils use photographs to gain information about how people lived and make simple judgements about whether people were rich or poor. They begin to consider aspects of life in the past that they would have liked or disliked.
114. At Key Stage 2 pupils compare homes and children's lives in the present with those in Victorian times. They know about child labour and poverty and are familiar with aspects of design and industry in Victorian times. Pupils make inferences from picture sources and are beginning to understand the concept of bias in sources. They are able to use information books to cross check and compare information. They have a clear idea of the advances that were made in medicine and technology during Queen Victoria's reign.
115. Pupils in both key stages enjoy these lessons and usually concentrate well. They handle photographs, books and artefacts with care, and listen to each others' opinions. Pupils concentrate particularly well on pictorial sources, getting a great deal of information from small details in pictures.
116. Teaching is very good at Key Stage 1. Excellent use is made of questioning, activities are well structured and very good use is made of resources to hold pupils' attention. Expectations are high for both behaviour and work, and teachers and support staff make careful observations and assessments during the lesson. Management of pupils' behaviour is gentle, subtle and effective. Overall, teaching at Key Stage 2 is good with no unsatisfactory teaching. Subject knowledge is satisfactory and planning and assessment are good. Where teaching is good rather than satisfactory, the management of pupils is very effective. Calm discussion takes place and any incidents of poor behaviour are quickly dealt with. Teachers and support assistants work well together.

117. There is a good scheme of work which offers guidance to teachers. The same topics are studied by pupils at both key stages but older pupils work at a more advanced level. The co-ordinator is able to support colleagues through her subject knowledge and knowledge of the resources available. Monitoring of the subject is satisfactory and is in line with the school's policy. There are good, regular assessments of pupils' skills, knowledge and understanding.
118. The accommodation is very good and resources are satisfactory. Good use is made of the local authority's library service for additional resources. Visits to local places of interest, and visits to the school by speakers enhance the curriculum. History makes a good contribution to pupils' moral, social and cultural awareness.

123.

### **Music**

119. Pupils' progress at Key Stage 1 is satisfactory and at Key Stage 2 it is unsatisfactory. In the one lesson observed during the week of the inspection progress was good, but a scrutiny of teachers' planning and pupils work shows that little time has been spent on music especially at Key Stage 2. At Key Stage 1, pupils copy and clap rhythms and with support they compose their own simple rhythms. They remember and sing a song with others and use instruments in correct time. At Key Stage 2 some pupils have experienced playing a range of untuned percussion instruments and can compose simple tunes and choose an appropriate rhythm.
120. In the one lesson seen pupils behaved very well, were interested in the activities and worked co-operatively with staff.
121. In the Key Stage 1 lesson seen teaching was good but there is insufficient evidence to judge the teaching quality at Key Stage 2. At Key Stage 1 activities are well planned, expectations are high, the staff team work well together and make the lesson fun for pupils. This contributes both to their positive response and to their progress.
122. There is currently no scheme of work to guide teachers and so provision for music is not consistent in all classes. The school has provided opportunities for pupils to experience music by inviting live performers including a string quartet and an Arts project into the school but this provision does not cover all areas of the National Curriculum Programmes of Study. The school is aware of this and has recently appointed a teacher who will co-ordinate music across the school and prepare a scheme of work.

### **127. Physical education**

123. Only a small amount of teaching was observed, but this combined with a scrutiny of planning suggests that pupils at Key Stage 1 make good progress and those at Key Stage 2 make unsatisfactory progress.
124. At Key Stage 1 pupils copy warm up actions with good attention to precise movements. They generally respond to instructions promptly and use equipment in a careful, safe manner. They demonstrate the ability to sustain physical exercise and they have a good awareness of body parts. Pupils roll and throw balls at targets and they practice and improve their accuracy.
125. At Key Stage 2 pupils experience a narrow range of activities. There is little or no emphasis on athletics and dance. However, all Key Stage 2 pupils are taught swimming for part of each year and last year all pupils developed their skills in outdoor and adventurous activities at a residential camp. Pupils can suggest and perform different means of rolling across the floor and some refine and link these to form a simple sequence. They demonstrate some accuracy when aiming balls at targets. In the lesson observed little progress was made as a result of the disruptive behaviour of the majority of the group.
126. Pupils' attitudes to learning are good at Key Stage 1 and in the lesson seen they were unsatisfactory at Key Stage 2. Younger pupils obviously enjoy lessons. They change into appropriate kit quickly and are eager to get started. They try very hard, especially in competitive situations, behave well and are very helpful. Relationships with teachers are very good. During the inspection the older pupils behaved in a very unsettled manner especially when they were asked to take turns in a small game situation.
127. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. The strengths of teaching are the way in which rules are firmly established and consistently reinforced, and the good points made to

individuals, which help them to improve their standards. Teachers' confidence and subject knowledge varies between classes.

128. There is a suitable scheme of work for Key Stage 1 but at Key Stage 2, only a limited range of activities is taught. A system of assessment has been introduced but is not yet being used. Planning is monitored regularly but little monitoring of the quality of teaching has taken place.
129. The accommodation and resources for learning are satisfactory. There are no extra-curricular activities but many pupils play football enthusiastically at break times. All pupils speak very positively about their experiences at the residential camp. This made an important contribution to their physical skills and to their personal and social development.

134. **PART C: INSPECTION DATA**

134. **SUMMARY OF INSPECTION EVIDENCE**

130. The inspection was carried out by a team of four inspectors, including a lay inspector, over a period of 13.5 inspection days. Forty lessons or parts of lessons were observed and evidence was gathered during a total of over 51 hours of inspection time. Every teacher in the school was observed teaching. Inspectors met and had discussions with governors, staff, pupils and parents. Interviews and discussions took place with the headteacher, deputy headteacher, subject co-ordinators, class teachers and those with additional management responsibilities. In addition, several visiting professionals were interviewed. Assemblies, breaks and lunchtimes were observed. Pupils were heard reading and their work was scrutinised, as were whole school policies, teachers' plans, assessments and records. A meeting was held for parents to gather their views and seven attended. All parents were sent a questionnaire and nine replies were received.

136. **DATA AND INDICATORS**

136. **Pupil data**

|         | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|---------|---|---|--|---|
| Y2 – Y6 | 18  | 17                                      | 18   | 17  |

136. **Teachers and classes**

136. **Qualified teachers (Y2 – Y6)**

|  |     |
|--|-----|
| Total number of qualified teachers (full-time equivalent): | 6.4 |
| Number of pupils per qualified teacher:                    | 2.8 |

136. **Education support staff (Y2 – Y6)**

|  |     |   |
|--|-----|---|
| Total number of education support staff: | 4   |   |
| Total aggregate hours worked each week:  | 113 |   |
| Average class size:                      | 5   |   |
| Average teaching group size:             | KS2 | 4 |

136. **Financial data**

|  |           |
|--|-----------|
| Financial year:                            | 1998/99   |
|  | £         |
| Total Income                               | 338,957   |
| Total Expenditure                          | 363,158   |
| Expenditure per pupil                      | 15,789.48 |
| Balance brought forward from previous year | 70,326    |
| Balance carried forward to next year       | 46,125    |

136. **PARENTAL SURVEY**

|                                    |    |
|------------------------------------|----|
| Number of questionnaires sent out: | 18 |
| Number of questionnaires returned: | 9  |

Responses (percentage of answers in each category):

|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school           | 67             | 33    |         |          |                   |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 78             | 22    |         |          |                   |
| The school handles complaints from parents well   | 44             | 44    | 12      |          |                   |
| The school gives me a clear understanding of what is taught                                     | 56             | 33    | 11      |          |                   |
| The school keeps me well informed about my child(ren)'s progress                                | 78             | 22    |         |          |                   |
| The school enables my child(ren) to achieve a good standard of work                             | 78             | 11    |         |          | 11                |
| The school encourages children to get involved in more than just their daily lessons            | 38             | 62    |         |          |                   |
| I am satisfied with the work that my child(ren) is/are expected to do at home                   | 38             | 25    | 25      | 12       |                   |
| The school's values and attitudes have a positive effect on my child(ren)                       | 44             | 56    |         |          |                   |
| The school achieves high standards of good behaviour  | 50             | 38    | 12      |          |                   |
| My child(ren) like(s) school  | 89             | 11    |         |          |                   |